

TEACHERS' PEDAGOGIC COMPETENCE IN TEACHING ENGLISH AT SMAN 1 SANGGAR IN BIMA

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ABSTRACT

The main problem in this study what are Teachers Pedagogic Competence in teaching English at SMAN 1 Sanggar in Bima. This study aims to determine the Teachers Pedagogic Competence in Teaching English at SMAN 1 Sanggar. The approach used in this research was descriptive research. Location of research at SMAN 1 Sanggar in Bima. This type of research was qualitative research, where the process data collecting using observation and questionnaire. As for the analysis, the author uses descriptive qualitative analysis techniques, namely written data, observations to the location of the location directly, so that in this case the researcher seeks to conduct research that is describing thoroughly about the actual situation. The subjects in this study were three English teachers at SMAN 1 Sanggar in Bima. From the results of the research that has been done, the writer can conclude that the teacher's Pedagogic competence in Teaching English has been done to the students quite well. The forms include: in terms of teachers understanding the characteristics of students, it has been carried out using learning strategies, learning methods, and learning materials that are appropriate to the needs of students. For aspects of teachers understanding learning theory and learning principles that educate with effective and varied learning, for aspects of curriculum development carried out to design learning activities that fit the needs of students.

Keywords: *Teachers Pedagogic Competence, Teaching English.*

INTRODUCTION

Teachers are the spearhead of success in shaping the nation's next generation of quality; it seems to have high professional skills and attitudes, so it can work earnestly in educating their students to be qualified. Because teachers in the field of education, in order to improve the work educational performance the quality of students, both in terms of psychological and mental spiritual.

The establishment of professional skills and attitudes of teachers is not easy, not necessarily, the formation of professional skills of teachers will also form a professional attitude, because many factors that determine. Although teachers have been educated in the field of education, not necessarily automatically also form these professional skills and attitudes. Because



educational programs studied may or may not emphasize professional capability-building programs and attitudes.

Competence of teachers will deliver it to be a professional teacher coveted by learners. Simply put, professional teachers are teachers who teach on subjects that become his expertise, have a high spirit in developing it, and able to become a pioneer change in the community. Most teachers are now unprofessional, as most teaching teachers do not fit into the field of study they do, especially for English subject teachers. Many problems are found when teaching in a class such as, while teaching does not use English, the material provided only focus on the instruction book, and provide material without explaining the purpose of the material.

According to Lefrancois in Asmani (2009), competence is the capacity to do something that result from the learning process. During the learning process, the stimulus will work with memory and cause capacity changes to encourage doing something. If the individual is able to learn how to do a job more complex than ever, there will be a change of competence. Thus, it can be interpreted that long-lasting competence that causes individuals able to perform certain performance.

According to Irwanto and Yusuf Suryana (2016) that in the pedagogic competence of teachers there are several indicators, including: (a) teachers understanding the characteristics of students, (b) teachers understanding learning theory and the principles of educational learning, (c) curriculum development, (d) educational learning activities, (e) developing potential students, (f) communication with students, and (g) assessment and evaluation.

Pedagogic competence is the main competence of teachers must have to order to make learning effective and dynamic. According to the explanation of the paragraph 28 in the national standard of education it is described that the ability to manage learners, designing, and learning is intended, evaluation of learning outcomes, and development of learners to actualize the various potential possessed by teachers so that students can be motivated to learn.

From the explanation above, it can be concluded that the teacher has an important role in the learning process. Therefore, in this research the researcher



wanted to prove the statement above. The Researcher conducts research what are Teachers Pedagogic Competence in Teaching English.

LITERATURE REVIEW

Competence in the Indonesian language is the word absorption of the English word competence, which means the ability and ability. These skills and abilities are obtained through education, training, and self-learning. As quoted by Ouston (2004: 114) competence is "A description of something that should be done by someone who works in a certain profession". It means a thing that describes a person's ability both qualitative and quantitative.

McAhsan (1981:45), competence that : "competence is the knowledge, skills, and abilities that a person achieves, which are part of their growth to the extent that they can be satisfying and carry out certain cognitive, affective, and motoric.

Spencer & Spencer (1993:9) say, "Competency is a basic characteristic of an individual to criteria for affective ability in all situations.

Based on the above theoretical study, the authors formulate a framework of thinking that refers to Law No. 14 of 2005, which states that professional teachers are teachers who have criteria based on four competences that include pedagogic competence, personality competence, professional competence and social competence. Professional teachers must have the main competence of pedagogic competence, because pedagogic competence has an important role in managing the class. The competence is essentially a teacher's ability to manage students learning will affect the ability of a teacher at in class.

METHOD

The approach used in this research was descriptive method. This type of research was qualitative research, where in the process of collecting data using observation and questionnaire methods. As for the analysis the researcher use descriptive qualitative analysis techniques, namely written data, observation to the



location directly so that in this case the researcher seeks to conduct research that was describing through about the actual situation.

The variable was anything that shaped what defined by researcher to be studied in order to obtain information about it, drawn conclusions. This research only have variable is *Teachers Pedagogical Competences*. Technique of collecting data by observing directly to object. This is done to obtain objective data as possible as the material obtain can be used to analyze the problem. Questionnaire is a set statement that are arranged logically, systematically about the concept the explain the variables studied. Spreading questionnaire to the subject of the research aims to obtain data or information on research problems that describe the variables studied.

Data collections procedures use in this study; researcher observed some English teachers, while teaching English in the classroom. Researcher gave a questionnaire to students as respondents to obtain the data, this questionnaire contains some statements in measuring the ability of pedagogical competence of teachers.

According to Amirin in Ratnawati (2012: 59) the outline of data can be divided into two kinds, qualitative data and quantitative data, and classified into two analytical techniques that are qualitative analysis and quantitative analysis. Data analysis technique used in this research is using descriptive qualitative data analysis technique with descriptive. Techniques used in data collection is documentation techniques by collecting data through oral and written sources. The steps include:

1. Make observations in the class while filling out the observation sheet that has been provided,
2. Conduct a documentary study of lesson plan and syllabus,
3. Conducting interviews to strengthen information from observation, and
4. Classify data or information obtained to be reduced to valid research data.



Qualitative Data

Data analysis in qualitative research, carried out at the time of data collection takes place, and after the completion of data collection in a particular period. According to Miles and Huberman (1984), suggests that activity in the qualitative data analysis performed interactively and runs continuously until complete, so that the data is already saturated.

RESULT

Findings and Discussion

1. Teachers Understanding the Characteristics of Students

According to teacher 1, said "The way that is done as an English teacher in the ability to understanding the characteristics of students is by way of teachers to explore and understand the character of students as a whole. Whether in academic potential if there are students who have less academic competence, the teacher tries to overcome it by approaching specifically to these students, usually if there are students who do not understand or do not understand teacher 1 explains again until the students really understand what is being taught. The teacher also ensures that all students get the same opportunity to actively participate in learning activities.

According to teacher 2, said that "The way he does in the ability to understanding the characteristics of students is by observing the behavior of students, both in class and outside the classroom. Before the lesson begins, teacher 1 arranges the class by telling students to tidy up the seats, because he says when the classroom atmosphere is still not rapid and orderly it will disrupt the learning process.

According to teacher 3, said that the way that is done in understanding students is to provide equal opportunities for students to study in class even though there are those who have physical abnormalities. Teacher 3 always gives special attention to students who have these physical disorders, giving them high motivation and enthusiasm so they do not feel left out. If there are students who



have bad character, then he needs special attention from educators to improve the character of the child.

2. Teachers Understanding Learning Theory and the Principles of Educating Learning.

According to teacher 1 said "the method used in teachers understanding learning theory and the principle of learning that is educating is the first way to open the lesson by conveying the learning objectives to be achieved, and motivating students so that students understand what will be learned during the learning process takes place, Teacher 1 also provides motivation related to the material taught in daily life so that students understand or explore the material. He always uses various techniques to motivate students to want to study hard

According to teacher 2 said that in in teachers understanding learning theory and learning principles that educate by way of conveying the material to completion, if in the delivery of material not yet understood by students, it will be explained until truly understood. Provide a good response to students related to the material taught so that they are depressed in accepting subjects. He explained the material clearly and always used various methods such as lectures, questions and answers, and discussions

According to the teacher 3 said that in teachers understanding learning theory and the principle of learning that educates provide learning material that fits the needs of students, and in accordance with the understanding of students because each individual is different, especially the absorptive capacity of students because there are fast responders there are slow. He also closed the lesson by concluding the material taught and giving assignments to do at home.

3. Curriculum Development

According to teacher 1 said that the method used in curriculum development namely adjusting goals, content and learning processes should be in accordance with the needs and development of students. Because it aims to educate students to prepare for life now, but also to prepare students in life in the future, make a curriculum that is adjusted based on regional conditions, the ability of students, and the background of students.



According to teacher 2 said that the method used in curriculum development, namely by giving material to students should be in accordance with the contents of the lesson plan so that it can be organized. He also linked the material taught with the lives of students so that they quickly understood and permeated by using language that was in accordance with students' understanding. For example, he gave material for example expressing like and dislike material, where he linked it with expressions of liking and dislike of something or their people.

According to teacher 3, said that the method used for curriculum development is first to develop lesson plans that are in accordance with the syllabus. Second, then after that he looked for material in accordance with the content and basic competencies in the lesson plan. The material taught is in the order of the contents of the lesson plan.

4. Educating Learning Activities

According to teacher 1, said that the method used in teaching learning competencies is that during the learning process the teacher arranges the classroom for example training students' discipline, for example prohibiting it from taking when the lesson takes place using good language. He also trained students in taking up their ideas such as telling students to ask questions about material they did not understand. He said that what is lacking in the learning process is that the material used is only from books, even though they actually want to use teaching aids such as audio or LCD examples but not because of the lack of communication technology tools and so on.

According to teacher 2, said that the method used in educating learning activities is the way it is almost the same as what was said by teacher 1, namely regulating the classroom atmosphere before learning takes place. During the learning process, he tried to create the best possible classroom atmosphere to take place effectively. For this reason, he tried to do various learning activities so that students did not feel bored.

According to teacher 3, he said that the method used for educating learning activities is to provide the widest opportunity for students to express their



learning processes, for example by sharing discussion groups so that they can exchange ideas so they can solve problems easily together.

5. Development of Students Potentials

According to teacher 1 said, "The method used in developing potential students for example, he honed the potential of students, for example by holding competitions to make work for each student, or he used a wall magazine provided by the school so that students were able to develop their potential. There are those who make the title poem free, which is important they have the will. He said the work of the students was taped, then given a value for good work, and gave a kind of exercise such as stationery, so that the students at SMAN 1 of the Studio were motivated in showing their talents.

According to teacher 2, said that one of the ways in developing students' potential is: for students who have academic abilities he accompanies students who follow the quiz competition held by schools, the purpose of training their intelligence, honing their intelligence is one way to continue to develop the skills they have (said teacher 2).

6. Communication with Students

According to teacher 1, said that in communicating with students sometimes uses subtle language, which is easy to understand, so that the communication process between students and me can be well established. The communication process is very important for students, because if we use polite language, students will not feel depressed. He said that communication does not only take place with teachers and students, but between students and other students.

According to teacher 2, the method used is that he asks questions to students to find out how far they understand the material being taught or how. When no one answered, he pointed between him or her to answer so they could be confident to appear and not feel afraid among many people.

According to teacher 3, the method used is when there are students who have problems, both related to the behavior of students in learning difficulties. When there are students who experience learning difficulties, he tries to take a



specific approach, for example motivating by way of praise, persuading him to want to learn so that good communication is established.

7. Assessment and Evaluation

According to teacher 1, that the method used in evaluating and evaluating student-learning outcomes is to provide daily assignments to students, both assignments done at school and at home. Make assessment tools or instruments for assessing student tasks. In evaluating, the teacher carries out daily tests, midterms, final semester examinations, until school examinations that will determine how students will learn for several semesters.

According to teacher 2, there is almost the same way of evaluating and evaluating all the teachers and schools. If there are students whose values are still below the minimum criteria of completeness, then a remedial question will be given.

According to the teacher 3, he made an assessment by assessing his attitude, activity and so on, in terms of his both daily tests, daily assignments, and midterm examinations summarized into one unit as a consideration for student learning outcomes.

Based on data obtained from the field, it shows that the pedagogical competence of teachers in English language teaching is quite good, English teachers apply indicators contained in pedagogical competencies. English teachers have been able to master the characteristics of students, master learning theories and educational learning principles, are able to develop curricula, are able to carry out educational activities, develop potential students to actualize their various potentials, are able to communicate well with students, as well as assessing and evaluating student learning outcomes.

CONCLUSION

Based on the results of research and discussions that have been conducted on the pedagogical competence of teachers in the English language teaching at SMAN 1 Sanggar Bima Regency. It can be concluded that pedagogical competencies possessed by English language teachers are good enough, for



aspects of understanding student characteristics have been implemented using learning strategies, learning methods, and learning materials that suit the needs of students. Then for the aspects of the teacher's ability to master learning theory and the principles of learning that educate it has been done both using effective and varied approaches, strategies, methods, and learning techniques. Furthermore, aspects of the teacher's ability in curriculum development are carried out to design appropriate learning activities in the syllabus in the curriculum. As well as teachers able to develop students to actualize their various potentials although they are still constrained by various conditions such as inadequate facilities and infrastructure and there are still students who are not disciplined.

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